



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Decrease enrollment in education majors and teacher preparation programs in Texas	Recruit high school students for teaching profession through funding of education and training courses offered at the high school level.
Shortage of applicants for teaching positions in rural community	Transition paraprofessionals, instructional aides, and/or long-term substitutes to full-time certified teaching positions through funding and support of obtaining a Bachelor's degree or teacher certification.
Lack of student teachers from Texas universities and teacher preparation programs	Transition paraprofessional, instructional aides, and/or long-term substitutes with Bachelor's degrees to full-time certified teaching positions through funding and support of teacher preparation programs.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 31, 2021 Woodville ISD will improve student learning and educational opportunities through teacher recruiting, retaining, and sustaining efforts to create a wider and deeper pool of trained educators for our rural community.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. Confirm qualified teacher with Memorandum of Understanding to implement and teach Education and Training courses at the high school level.
2. Enroll ten or more students in high school course with qualified teacher and gather beginning of course data to determine prior knowledge of the teaching profession.
3. Teachers of Education and Training courses have become members of TAFE.
4. Ten or more students have become members of TAFE.
5. Confirm paraprofessionals, instructional aides, and/or long-term substitutes with Memorandum of Understanding and assist in enrollment process to university or teacher preparation course of choice with intention of becoming a certified teacher for Woodville ISD.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. Courses in Education and Training successfully implemented and maintained at high school level with ten or more participants.
2. Survey high school students on knowledge gained from high school teacher education courses. Compare with beginning of program self-assessment data.
3. Local chapter of TAFE organization has increased membership and students have participated in at least one contest.
4. Paraprofessionals, instructional aides, and/or long-term substitutes are enrolled in university education programs or teacher preparation programs working toward a teacher certification and providing documentation to the Superintendent's Administrative Assistant.

**Third-Quarter Benchmark**

1. Teachers of Education and Training courses provide data to campus and district administration showing number of students who continued enrollment throughout the school year.
2. High school students who completed a course in Education and Training courses will enroll in the second course.
3. High school students will take a post-assessment on end of course knowledge gained from high school teacher education courses. Compare with first quarter and second quarter data to determine effectiveness of program.
4. High school student enrollment in Education and Training courses will increase from ten or more students to fifteen or more students.
4. Paraprofessionals, instructional aides, and/or long-term substitutes are actively pursuing teacher certification programs, receiving support from the district, and providing documentation to the Superintendent's Administrative Assistant.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

District staff will use student and teacher self-assessments, surveys, and course requirements to evaluate Education and Training courses to determine effectiveness. Pre-course knowledge compared to post-course knowledge will provide data on student success. We expect students to gain, at a minimum, 50% more knowledge of education and training to be a teacher. Student self-assessments and surveys will show the percentage of students who will have the intent to enroll in a post-secondary institution with a major in education with the goal of becoming a teacher. We expect at least 30% of students enrolled in Education and Training courses to indicate the desire to enroll in a college or university as an education major. Student surveys will also indicate the effectiveness of the teacher of the courses in the determining factor in becoming a teacher. If the data shows lack of interest in becoming a teacher or continuing the program campus and district administration will analyze teacher effectiveness and will look at changes in instructional strategies. We expect a 5% increase in enrollment annually in the Education and Training program. If we do not see progress in enrollment, we will strategize ways to increase participation, starting with students at the middle school level as students are learning about career pathways.

We expect 100% of paraprofessional, instructional aides, and/or long-term substitutes to complete their teacher education coursework and/or certification program and choose to work in Woodville ISD as teachers. If we do not have 100% completion we will evaluate the criteria set by the district to participate in the Grow Your Own grant opportunity and increase collaboration on who sets criteria for future grants that apply to teacher and paraprofessional participation.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.



**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

**Recruitment and Selection**

1. Students will be surveyed to determine which teachers in the district have had the biggest impact on their success.
2. Administrative team will study data from survey to find common theme in successful teachers.
3. Using this data analysis, administrative team will seek teacher candidates from each campus. Qualifications for teaching Education and Training courses will include a minimum of 5 years experience in the classroom, consistent high levels of student achievement (as determined by STAAR and local assessments), strong T-TESS evaluations, involvement in student/campus/and community engagement activities, a recommendation from colleagues, and a letter of interest stating personal and student goals for teaching the courses.
4. The administrative team will hold a faculty meeting on each campus to discuss and explain the program, including the program goals and recruitment process for students enrolling in the program. Applications will be made available to all faculty who meet the minimum qualifications who will then go through a screening process.
4. A committee will be involved in the hiring process. The committee (at a minimum) will include the campus principal, teachers, and counselor. Applicants will be interviewed.
5. Although no stipend will be available through this grant, teachers willing to work with these students during their Practicum courses (field experience) will also go through an application process to determine a "best fit" for students in Education and Training courses.

**Support**

1. Education and Training teachers will meet with administrative team to set clear expectations, accountability, guidelines for classroom observations, and placement rotations for students in the program.
2. Any professional development needed or required by Education and Training teachers will be supported by campus and district administration. Travel and expenses will be covered by the district. Substitutes will be available for absences and for observing students in the Practicum courses when in placement rotations (field experiences) on campuses in district. Additionally, field experience teachers and Education and Training teachers may need to conference about students. District and campus administration will set aside time once per six weeks to conference.

**Memorandum of Understanding**

1. The district will write a Memorandum of Understanding stating the teachers of Education and Training courses will remain in the district as the teacher of record for these courses for a minimum of two years as a condition of receiving the stipend.
2. As part of the MOU, teachers of Education and Training courses will agree to organize and sponsor TAFE for the high school campus. This will include participation in at least one competitive event annually.
3. As part of the MOU, teachers of Education and Training courses will agree to participate in the TEA Teacher Institute in June 2019 in Austin.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

**Recruitment and Selection**

1. District and campus administration will make applications available to all paraprofessionals who meet the minimum qualification of 60 or more college hours.
2. Interested applicants will be given additional qualifications to be considered for the grant: A letter of interest stating a commitment to pursuing a degree and/or certification to become a teacher, evidence of involvement in school activities, and at least one recommendation letter from a colleague.
3. District and campus administration will meet to discuss candidates. Campus administration will bring evaluation ratings and observation notes for paraprofessionals on their campuses.
4. If needed, an additional face to face interview will be required before final selection is made. A maximum number of 4 paraprofessionals will be selected.

**Support**

1. District and campus administration will assist grant recipients in enrolling in an IHE or teacher certification program.
2. District and campus administration will provide flexible scheduling to allow grant recipients time to attend classes or meetings required by the programs.
3. District will provide grant recipients with a mentor in their intended field for additional support.

**Memorandum of Understanding**

1. The district will write a Memorandum of Understanding stating the paraprofessional agrees to remain in the district for the duration of the grant and a minimum of one year following completion of the teacher certification process as a condition for receiving the stipend.

### Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

#### PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="0"/>	X \$11,000 =	<input type="text" value="0"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="0"/>	X \$9,000 =	<input type="text" value="0"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="11,500"/>

#### PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="2"/>	X \$11,000 =	<input type="text" value="22,000"/>
Request for Pathway 2			<input type="text" value="33,000"/>
Request for Pathway 1			<input type="text" value="11,500"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="44,500"/>

#### PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
<b>Total Request for Pathway 3</b>			<input type="text"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipends for Education and Training teachers (Pathway 1)	5,500
Tuition for teacher certification and/or IHE courses (Pathway 2)	30,000
Substitutes	3,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Supplies and Materials (Pathway 1)	1,500
Professional Development and Travel (Pathway 1)	3,000
Certification fees (Pathway 2)	1,500

**OTHER OPERATING COSTS (6400)**


Total Direct Costs 44,500

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

44,500

Total Direct Costs plus Indirect Costs



## 1Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

### Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1 teacher
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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

1. CTE courses in the Education and Training cluster focus on planning, managing, and providing education and training services and related learning support services to students interested in a career in education. Specifically, Principles of Education and Training is designed to introduce students to the various careers available in education. Other courses will assist students in obtaining background knowledge of child and adolescent development as well as field-based experience under the joint direction and supervision of a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary teachers in multiple grade levels. The counselor will help students use Naviance to help students connect to colleges and universities with a strong education department for post-secondary continued education toward a Bachelor's degree. Establishing Texas Association of Future Teachers (TAFE) on campus will also provide students with necessary knowledge to make informed decisions about pursuing careers in education through leadership opportunities, activities, and events. Students also benefit from the added support of connecting with others with similar career goals. Students who are members of TAFE are eligible for applying for scholarships that will help them with their continuing education.
2. Strategies to increase enrollment each year will include using the Career Interest Profiler in Naviance (a digital career and planning tool purchased by the district) at the middle school and high school level to target students who show strengths and interests in a future career as an educator so they can get an early start on opportunities through the Education and Training cluster. TAFE and the students enrolled in the Education and Training courses will also be part of the District Showcase at the end of the year to highlight the benefits of the classes and organization. These students will also be invited to a CTE Exploration Fair for 8<sup>th</sup> graders as part of a transition activity between middle school and high school.
3. Upon receiving grant, central office and high school campus administration and counselor will collaborate on the application form and deadline for teachers interested in teaching Education and Training courses and teachers who are interested in being field experience classroom teachers. Applicants will be required to include a track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, and recommendations from colleagues. The pool of teachers involved in the program (teacher of record and partnering teachers during practicum), will reflect district demographics and weaknesses according to state testing standards, core subjects, and our African American population. Central office administration will write a Memorandum of Understanding (MOU) stating the teachers of Education and Training courses will agree to remain in Woodville ISD for a minimum of two years as a condition of receiving

the stipend. Administrators will hold a faculty meeting to discuss and explain the program, including the recruitment process for students enrolling in the courses. Applications will be made available to all faculty who meet the qualifications. The administrative team will select a teacher based on the applications and additional paperwork. This will include an interview process with the applicant and administrative team. The purpose is to ensure complete understanding of the program requirements, including teaching responsibilities, and organizing/sponsoring TAFE (both on-campus and off-campus activities).

4. Measurable evidence of student achievement will be gathered through pre and post-course student surveys, field observation notes, student and teacher reflections, and the percentage of students who enter a college or university to become a certified teacher after completing the Education and Training courses.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

1. While strong academic performance is one of the qualities we will consider in recruiting students, we believe a great teacher exhibits other strong qualities that will weigh heavily in our process. Profile of a quality Education and Training Courses student: a) ethnically diverse b) engaging personality b) good communication skills c) loves children d) encourages others e) understands role of the school in a child's life f) strong work ethic g) organized h) reflective i) collaborator j) patient
2. Marketing and recruitment strategies to increase student interest and persistence will include the District Showcase and 8<sup>th</sup> grade CTE Exploration Fair. Both of these events will highlight the CTE courses, activities in which these students are involved, and career choices with a degree in education. Additionally, TAFE will be an active organization on the high school campus. Students in this organization will collaborate on strategies to increase student interest and enrollment in both the CTE courses and organization.

Data will be available showing subgroups such as African American, Hispanic, Economically Disadvantaged, and performance information. Names will be withheld according to FERPA. Questions such as: "How many of these students pursue higher education upon graduation" and "What can Woodville ISD offer through the Education and Training program to help these students continue their education post-graduation" will be addressed. This information will help the district determine recruitment strategies.
3. A district committee comprised of administrators, counselors, teachers, parents, and students will be formed to strategize continued marketing and recruitment strategies. Additionally, this committee will determine how best to support students in the Education and Training program to ensure success and sustainability.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Woodville ISD is not applying for dual credit stipends.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

4 paraprofessionals

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.



- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Woodville ISD will work with Region 5 Education Service Center and/or an IHE of the paraprofessional's choosing to enroll four paraprofessionals in a teacher certification program or courses designed to earn a Bachelor's degree. Upon acceptance into the Teacher Certification program through Region 5 ESC, interns complete initial coursework to prepare them for the classroom in their chosen field. Intern teachers are salaried and will receive benefits as first year teachers, including the year of internship counting as one year of experience. Paraprofessionals seeking their Bachelor's degree will be employed as full time paraprofessional with a flexible schedule to meet the requirements of their employment with WISD and those of their degree program. The paraprofessionals have the support of the Teacher Certification Program team, Region 5 Education Service Center consultants and Woodville ISD administration and staff. Throughout the programs and term of the grant, Woodville ISD, Region 5 ESC, and the IHEs will work cooperatively to meet the needs of the paraprofessionals in becoming certified teachers. Woodville ISD will provide time for a mentor teacher and the intern teacher to observe one another, conference, and reflect on instructional strategies, classroom management, and other internship activities. Intern teachers will be evaluated through T-TESS by the campus administration and will be required to go through the entire evaluation process. Upon successful completion of all program requirements, the intern will be recommended for certification to the State Board of Educator Certification. Training will be embedded in classroom teacher duties with support from team or grade level members and campus and district administration. Paraprofessional enrolled in an IHE will be provided a mentor and opportunities for observations, student teaching and any other requirement by the IHE. The district will provide flexible schedules so paraprofessionals can meet any training or coursework requirements that requires them to be out of the classroom, providing a substitute as needed (paraprofessional, mentor teacher, or both).

A Memorandum of Understanding (MOU) will be written by Woodville ISD stating upon completion of the teacher certification program or degree requirements, participants will agree to remain in Woodville ISD for a minimum of one year as a condition of receiving the stipend.

### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number

# Woodville Independent School District

505 North Charlton Street  
Woodville, Texas 75979  
(409) 283-3752


November 2, 2018

To Whom It May Concern:

This letter is to inform you of Woodville ISD Board of Trustees intent to fully support the programs and activities described in the District's "Grow Your Own Teacher Grant Program" application. The trustees and administration strongly feel that it would be in the best interest of children in the Woodville Independent School to participate with the Texas Education Agency in developing this program.

We trust that careful consideration will be given to our application and if we can provide further information, please feel free to contact us.

Sincerely,



Jimmy Tucker, WISD Board President